

## **Individual Education Program (IEP) Task Force Meeting Summary of Evaluation Responses**

### **1. What were the strengths of the day?**

- Mix of type of tasks throughout the day.
- The day was very well structured.
- Balanced small groups to represent different perspectives
- Well-organized.
- More activity after lunch.
- Dots.
- Available food services.
- Information and background provided as foundation for brainstorming.
- Brainstorming.
- Overview presentation.
- Purpose, goals, and expected outcomes of Task Force.
- Delaine Eastin's speech.
- Opportunities to network.
- The broad representation of expertise.
- Good mix of people.
- Great thoughts shared.
- Background information.
- The workgroups, which gave us a chance to interact.
- Activities involved all participants.
- Day moved quickly due to organization.
- Followed agenda and time frames.
- Dialogue was great.
- Activities and staying on task.
- Facilitation and table groups—all participated.
- Dialogue.
- Cross-section of folks sharing successes and focusing on elimination of barriers.
- Diverse group.
- Many agencies/associations were represented.
- Opportunities for all participants to contribute.
- Well organized—good use of time throughout the day.
- Good information and good participation.
- Group work. Talks proceeded very well and were interested.
- Well organized.
- Group will be coordinated for variety of expertise. Great to get information from the top. Thanks Judy and Alice.
- All of it!
- Lots of opportunity to discuss and identify concerns.

## **2. What could have been changed to improve the meeting?**

- Would like a working lunch and finish the day at 2:30 – 3:00.
- More discussion time.
- Bigger room.
- Room to spread out materials.
- Time to do each activity adequately.
- Although appreciated Delaine Eastin taking her time and her perspectives, she should be told about “people first” language.
- After we wrote our barriers, we should have written our priorities out of the barriers. It would have been easier to choose.
- More time to develop strengths in State.
- Use of the video insulting to California teachers—too many advocates in rooms; simplistic solutions implied.
- I thought it went very well.
- Need to be sure that there are specific outcomes that can be implemented.
- Nothing significant.
- Some dialogue regarding the video.
- Cookies as afternoon snack!
- Maybe some changes in the personnel of the group for 1/2 tasks—keep 1/2 and change 1/2—to generate more ideas and help people get to know the larger group.
- Forming task forces—more direction—less time.
- Nothing.

## **3. Comments related to your preferred involvement in the work of the IEP Task Force:**

- Substitute for SELPA representatives as needed.
- All of the people present today should come back even if they were subs, observers, or guests. They are vital to consistency of meetings.
- I have the most experience with modifications and accommodations, but would be willing to work on most of these issues.
- Deconstruct rhetoric and get down to fundamental pre-requisite steps to developing IEPs.
- Make IEP process more meaningful and manageable.
- All seem interesting.
- Need further guidelines on time commitment and location.
- I am concerned that participation in standards and assessment for special education students did not come up as a priority.
- It is useful to have complex presentations.
- Training pieces.
- Would like to continue to be involved.
- Preferred involvement in membership in the interagency group.
- Felt encouraged to participate freely and to comment.
- Framing our Task Force.

#### **4. Other comments related to the work of the IEP Task Force:**

- Concerned about how buy-in by all the heads of each constituency represented will be insured.
- Good balance of perspectives, priorities, and interests.
- Very much needed.
- It is helpful to have such complex representation.
- I think this is a great task—it will help all students and all educators.
- Well organized.
- It will be a major undertaking!
- I think we could use some clarity about what is meant by IEP. Based on some of the barriers, etc., groups produced, it seemed that not everyone is “on the same page”.
- These issues will come out in the IEP form and process training.
- Insure through 2042 that new teachers are given training needed to prepare for inclusion.